

**THE INFLUENCE OF USING CROSS-WORD PUZZLE TOWARD
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE
FIRST SEMESTER OF THE EIGHT GRADE AT SMPN 2 GUNUNG
LABUHAN WAY KANAN REGENCY IN THE ACADEMIC YEAR OF
2020/2021**

A Thesis

**Submitted as a partial fulfillment of
The Requirements for S1-Degree**



English Education Study Program

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ABSTRACT

This thesis was based on the phenomena happened in the school, it was how many students who is can not develop their ideas what to write in written form. The tectnique that was used in the teaching learning process often make students' felt bored to join English lesson. Therefore, this thesis discussed the influence of using Crossword Puzzle game in teaching writing, particularly in writing descriptive text. The objective of this study was to find out whether applying Crossword Puzzle game was affect the students' achievement in writing descriptive text at the first semester of the eight grade of SMPN 2 Gunung Labuhan Way Kanan Regency in the Akademik Year 2020/2021.

The research methodology was used quasi experimental research design. The population of this research was the students at the first semester of the eight grade of SMPN 2 Gunung Labuhan Way Kanan Regency. The sample of the research was chosen by using cluster random sampling technique. The writer chose sample VIII A as the experimental class, and the other VIII D as the control class. There were three steps in conducting quasi experimental research design: pre-test, treatment, post-test. The treatment held in three meeting 2 x 30 minutes for each class.

The treatment was conduct by online learning, used WatsApp application as the media to transfer the materials. During the COVID-19 was influenced the people activities,it is also affect to the time was limited in taching and learning process.

Key word: Crossword Puzzle Game, Descriptive Text, Students' Wiring Ability.



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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“Surely, Allah changes not the condition of a people until they change that which is in their hearts.”

(Chapter Ar-ra’d: Verse 11)¹



¹Maulawi Sher Ali, *The Holy Qur’an Arabic Text and English Translation*, (Islamabad: Isam International Publications, 2004), p. 277.

DECLARATION

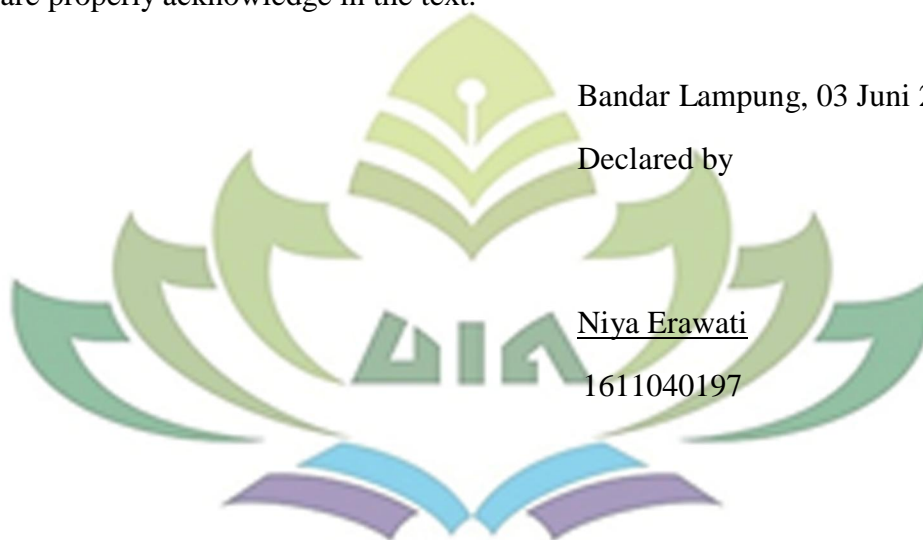
I hereby declare that thesis entitled “The Influence of Using Crossword Puzzle Towards Students’ Ability in Writing Descriptive Text at The First Semester of The Eight Grade Of SMPN 2 Gunung Labuhan Way Kanan Regency in The Academic Year 2020/2021” is completely by my own work. I am fully aware that I have quote some statements and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, 03 Juni 2021

Declared by

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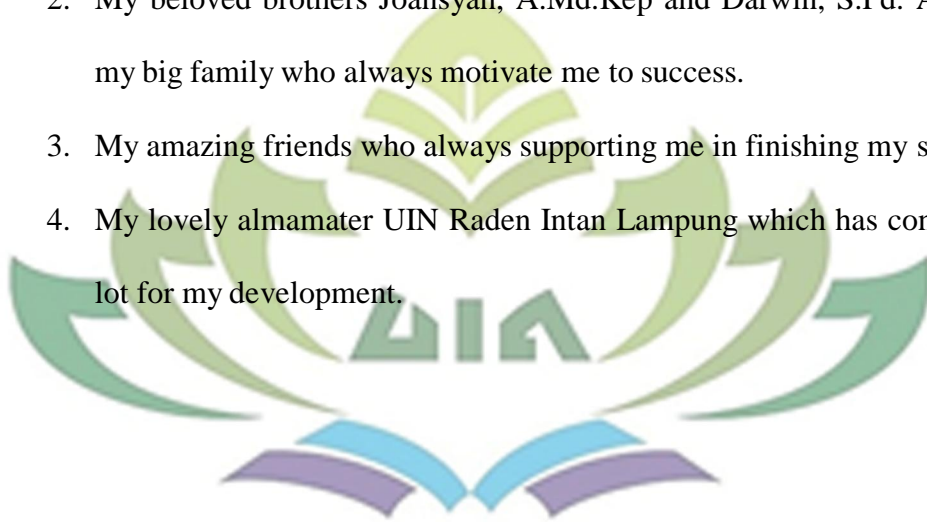
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DEDICATION

Price and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my heart and great love, this thesis is proudly dedicated to:

1. My beloved parents, Mr. Imudin (Alm) and Mrs. Murtini, who always supporting me, pray for all my success, thanks for all the motivations and your love, I love you forever.
2. My beloved brothers Joansyah, A.Md.Kep and Darwin, S.Pd. Also to all my big family who always motivate me to success.
3. My amazing friends who always supporting me in finishing my study.
4. My lovely almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURICULUM VITAE

The writer name is Niya Erawati. She is called by niw. She was born in Way Kanan, on July 29th, 2000. She is the last child of three children of Mr. Imudin (Alm) and Mrs. Murtini. She has two brothers (Joansyah, A.Md.Kep and Darwin, S.Pd.). At present, she lives in Ujan Mas Gunung Labuhan, Way Kanan Regency.

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Bismillahirrahmanirrahim.

In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Influence of Using Crossword Puzzle Towards Students’ Ability in Writing Descriptive Text at The First Semester of The Eight Grade of SMPN 2 Gunung Labuhan Way Kanan Regency in The Academic Year 2020/2021” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the writer has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
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6. My beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in class D, 2016.

Finally, nothing is perfect and neither is the final project. The writer realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final protect are always welcome.

Bandar Lampung, 03 Juni 2021

The writer,

Niya Erawati

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CHAPTER I INTRODUCTION

A. Background of Problem

Indonesian country used English as a foreign language, does some school in Indonesia make English as an essential thing to be used. As educators for all of the levels of education, the teacher should facilitate the English teaching and learning process.

In the Indonesian learning context, Broughton states that English foreign language is taught in schools, often widely, but it does not play an essential role in national or social life.¹ It means that Indonesian people do not use the English language to communicate in their daily lives. They learn English usually in the institutions, such as in school, courses, university, etc. Although they do not use English for their daily lives, it is still important for Indonesian people to learn English. It can help to improve the quality of education in Indonesia.

Based on the explanation above, the writer concludes that English is a very important language in the world, and if the students want to master English, they should learn four skills. According to Brown, for more than six decades now, research and practice in English language teaching have identified the "four skills" –Listening, speaking, reading, and writing as of paramount importance.² These four skills are important because it becomes a standard competence of students' ability. It can also show the quality of Indonesian

¹ Geoffrey Broughton, et. Al. *Teaching English as a Foreign Language*(2nd Ed) (USA & Canada: Routledge, 1980), p. 6

² H. Douglas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy* (2nd Ed) (California: Longman, 2001), p. 232

learners in learning English.

There are four general skills in English subject such as, speaking, listening, reading and writing. From the four skills above, writing becomes a difficult one for students. Harmer states writing is used for a wide variety of purposes it is produced in many different forms.³ It means that many different forms are used in writing skills. The learners need to improve their ability in writing correctly, but the words and sentences to be meaningful based on sentence patterns. As Lyons and Heasley state, that writing is a form of problem-solving in which the writer is faced with two main tasks: (i) generating ideas, and (ii) composing these ideas into a written text that meets the needs of a reader and efficiently communicates the author's message.⁴ While Pardiyono, in the language skills category, writing still has been looked on as a skill the most is hard. Between speaking and reading by some students.⁵ These problems were also faced by the students at SMPN 2 Gunung Labuhan Way Kanan Regency when the writer did the preliminary research.

The writer did the preliminary research by giving questioner to the students' and interviewed the English teacher. Based on the questioner that the writer gave to students' the writer found there are several factors of students' problems in learning English particularly in writing descriptive text. The problems were they got difficulties in starting to write, developing suitable vocabulary, got difficulties in building a good sentence and the students have a

³ Jeremy Harmer. *How to Teach Writing* (Edinburgh: Longman, 2004), p.4

⁴ Liz Hamp-Lyons and Ben Heasley. *Study Writing: A Course in Writing for Academic Purposes* (2nd Ed) (Cambridge: Cambridge University Press, 2006), p.11

⁵ Pardiyono. *12 Writing Clues for Better Writing Competences* (Yogyakarta: Ando Offset, 2006), p.1

low degree of interest in writing.⁶

The writer gained some data taken from an English teacher of Eight Grade at SMPN 2 Gunung Labuhan, Way Kanan Regency. The data gained by interviewing Mrs. Wahyu RetnoWijayanti, S.Pd. She said that the most of students' were lack of vocabulary mastery, they have difficulties to organize their ideas into a sentence, and the students had low interesting in studying English particularly in writing.⁷ The writer also asked the students' scores of the teacher. The score was taken by the teacher on the daily assessment of the descriptive text. It can be described in table 1 below.

Table 1
English Students' Score at the Eight Grade of the First Semester of
SMPN 2 Gunung Labuhan, Way Kanan Regency in the Academic Year of
2020/2021

No	Class	Students Score		Number of Students
		<74	≥74	
1	VIII A	17	13	30
2	VIII B	18	10	28
3	VIII C	19	11	30
4	VIII D	20	10	30
5	VIII E	20	10	28
Total Number of Students		94	54	146
Percentage		64%	36%	100%

Source: The data from English teacher of SMPN 2 Gunung Labuhan, Way Kanan Regency in the academic year 2020/2021

From the data above, most of the students' got a score under the standard criteria of minimum mastery. The criteria of minimum mastery (KKM) score at that school is 74. There are 146 students from all classes and there are 94 students (64%) who got a score under 74 while 54 students (36%) got to score

⁶ Students of SMPN 2 Gunung Labuhan Way Kanan Regency, 8th grade, on December 18th 2019. Unpublished

⁷ Ms. Wahyu Retno Wijayanti, *Interview an English Teacher*, SMPN 2 Gunung Labuhan, Way Kanan Regency, December 18th 2019.

more than 74. The writer concluded that most students still face difficulties in learning writing, particularly in writing descriptive text.

The students must have basic competencies to master writing skills. According to Brown, the process of writing requires an entirely different set of competencies.⁸ It means that writing skills are considered the most difficult skill in English. As we know, every student has their ways to comprehend materials from the teacher's explanation. Some students may not be able to master writing, but are able if they master the other skills. Such as reading, listening, and speaking. Related to this research there is the descriptive text as a material that will do by the writer in the learning process.

Descriptive text is a text that explains a piece of information about a person, place, animal, and things in detail. As Zeimak and Rumisek stated that a descriptive paragraph how someone or something looks or feels. The process of the paragraph explains how something is done.⁹ According to Lailatul Husna et al. The descriptive text is a text that describes something to readers or listeners that can get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds.¹⁰ It means that the information from the description will help the readers or listeners get the same sense.

Related to this research, the writer has used a crossword puzzle as a game to help the learners improve their ability in writing descriptive text. According

⁸ H. Douglas Brown. *Op, Cit.*, p.335

⁹ Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc. Milan Publisher Ltd, 2005), p.25

¹⁰ LailatulHusna, et al. *An Analysis of Students Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang*. Volume 1 Nomor 2, Juli 2013, p. 5

to Muh Nur et al. Crossword puzzle is a language game by filling the boxes with the letters that form words that can be read, either vertically or horizontally.¹¹ It means that this is one of the ways in teaching writing skills. The students must read the instruction and questions carefully. It helped them easier to understand the next instruction for making descriptive text.

There are advantages and disadvantages of a crossword puzzle game. MuhNur Akbar et al. state, by using crossword puzzles can make students more interested because students were invited to learn directly for reading, thinking, playing, and determine by themselves the problems (answer).¹² It means that this game can help the students to improve their abilities. While the disadvantage as Rotter states, because of the recreational connotation with crossword puzzles, some students may have not taken the task of completing the puzzle seriously, as they were perceived to be unimportant.¹³ From the explanation above the writer concluded that the crossword puzzle was given many benefits for every student to help them in the learning process, although there is also any disadvantage that explains above.

Based on the previous research, the first previous research is by Tricia M. Davis with the title "Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning?"¹⁴ The goal of Tricia M. Davis's research was to

¹¹MuhNur Akbar, et. Al. *Applications of Crossword Puzzles to Increase Student's Learning Outcome On Motion System Material of Biology*. Volume 5 Issue 5; May 2018; Page No. 178-183, p. 178

¹²*Ibid.* p. 178

¹³ Rotter in Tricia M Davis at al. *Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning?*. The Journal of Effective Teaching, Vol. 9, No. 3, 2009, 4-10. P. 9

¹⁴Tricia M. Davis "Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning". *The Journal of Effective Teaching, an online journal devoted to teaching*

further our understanding of how students learn. While in this research the writer was focus on students' ability in writing descriptive text by using a crossword puzzle. The use of the crossword puzzle was affecting the success of students learning. In this case, the writer tries to do this game with a different class in the same grade. One's of the class have a good improvement in learning but the other class decreases. It is because of the different background knowledge of students.

The second previous research comes from Maylida Setio Ajiati Crossword Puzzles was Used in Teaching Writing in SMP Negeri 2 Ponorogo by Maylida Setiyo Ajiati from Universitas Muhammadiyah Ponorogo in the Academic Year 2016/2017 also applying crossword puzzle games in the thesis in student's writing skill. The students can recognize the most important ideas and information from writing and converting it into crossword puzzles with their own words to help them understand and remembered what they write about. Maylida's research only focuses on students' ability in writing, but in this research, the writer was focus on the students' ability in writing descriptive text as a specific content that was treated for the students in the classroom.¹⁵

Besides, Muetiah Annisa and Leni Marlina from the State University of Padang in the journal, by using a Crossword Puzzles game the teacher will

excellence. (University of Wisconsin, River Falls, WI 54022), Vol. 9, No. 3, 2009, 4-10, p. 4

¹⁵Maylida Setiyo Ajiati, *Improving Students' Writing Skill by Using Cross-word Puzzle Game at the Eighth Grade Students of SMP 2 Ponorogo in the Academic Year of 2016/2017*, (Accessed on April 5th, 2019)

show the vocabularies that will be used in descriptive text.¹⁶ In Muetia and Leni's research, they are only focused on improving students' vocabulary mastery by using crossword puzzles. While this research, the writer was focused on students' ability in writing descriptive text by using crossword puzzle games.

During COVID 19, the writer researched by using online learning through WhatsApp as the media. The writer was focused on writing descriptive text by sending the material to the students' WhatsApp group. The writer took the writing descriptive text because it is suitable with the materials in English Curriculum for Junior High School.

From the three previous research above, it can be concluded that the crossword puzzle games could improve the students' ability in writing descriptive text. This game was helped the students to solve their problem in writing descriptive text. The writer chooses the descriptive text based on the syllabus, and this text is to be appropriate for students' eighth grade of junior high school. Finally, the writer did this research entitled "The Influence on Using Crossword Puzzle Toward Students' Ability in Writing Descriptive Text at the First Semester of the Eighth Grade at SMPN 2 Gunung Labuhan Way Kanan Regency in the Academic Year 2020/2021.

B. Identification of the Problem

Based on the background above the students' problem in writing could be identified as follows:

¹⁶MuetiaAnnisa and LeniMarlina, *Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade for Junior High School*. The journal JELT Vol. 2 no. 2 Serie C. Mart 2014)

1. The students are lack vocabulary mastery;
2. The students had difficulties to organized their ideas into a sentence;
3. The students had difficulties to found the idea in writing;
4. The students' got difficulties in started to write;
5. The teacher did not use appropriate way in the teaching and learning process.

C. Limitation of Problem

Based on the identification of problems above, this research was focused on the influence of using Crossword Puzzle Towards Students' Ability in Writing Descriptive At the First Semester of the Eighth Grade of SMPN 2 Gunung Labuhan, Way Kanan Regency in the Academic Year 2020/2021.

D. Formulation of Problem

Based on the background above, the problem was formulated as follows:
Is there a significant influence of using the crossword puzzles towards students' ability in writing the descriptive text?

E. Object of Research

Based on the formulation of the problem, the object of this research was to know whether there is a significant influence of using crossword puzzles on students' ability in writing descriptive text.

F. Significance of Research

The results of this study are expected to provide useful information as follows:

1. For the teacher

The results are hoped to give advantages. The teacher got valuable information about an alternative game to be used to improve students' ability in writing, particularly of the use crossword puzzles game. The teacher also can improve their creativity in the learning process. Besides, the teacher can use the result of this research as feedback in learning English.

2. For the student

These results of the study are expected to increase the students' interest in writing and to motivate students in learning English, giving early affection descriptive text. Hoped that this research giving good affect for the students', and the goal of learning can be achieved

3. For the school

Hoped this research gave a new reference way to use innovative, creative way and provide the maximum result in the teaching and learning process. Besides, provide useful in improving the quality of learning in the school.

4. For the Researcher

The writer expected for the result of this research would give information to the other writer. This research can be a reference to the future writer to improve students' ability in writing descriptive text by apply crossword puzzle games at schools.

G. Scope of the Research

The scopes of the research as follows:

1. The subject of the Research

The subject of the research was the students at the First Semester of the Eighth Grade of SMPN 2 Gunung Labuhan, Way Kanan Regency in the Academic Year of 2020/2021.

2. Object of the Research

The object of the research was the use of the crossword puzzles game and students' ability in writing descriptive text.

3. Place of the Research

The research was conducted at the First Semester of the Eighth Grade of SMPN 2 Gunung Labuhan, Way Kanan Regency in the Academic Year 2020/2021.

4. Time of the Research

The research was held in the First Semester in the Academic Year of 2020/2021.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

English is a foreign language for the learners in Indonesia because English is just taught at school or an institution. As a popular language is used by many people in the world but the Indonesian learners did not use English for communication in their daily lives. Although, English is a second language in some countries in Indonesia English takes the third position after the Indonesian language as the first, and the second is Indonesian mother tongue, and the third is English foreign language. According to Broughton the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.¹⁷ It means that English is just used by people in Indonesia based on the situation that they can use for communications.

Teaching English as a foreign language involves both student and teacher in the process of learning in the classroom. To manage the classroom well, the teacher should be creative and innovative when delivering English content. Broughton states in foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language.¹⁸ Motivation is the way to guide the students' interest in learning, because of that important to us to know the characteristic of the foreign language.

¹⁷¹⁷ Geoffrey Broughton, et. Al. *Teaching English as a Foreign Language*(2nd Ed) (USA & Canada: Routledge, 1980), p. 6

¹⁸ Ibid. p. 7

There are four foreign language characteristics, includes;

1. Different sound pattern;
2. Different words;
3. Little ode structure;
4. Different meaning.¹⁹

Based on the explanation above, it can be concluded that English is an important language that is taught in Indonesia. Teaching and learning were helped students' to improve their knowledge of English. To get the students' interest teacher should be able to manage the class by uses an innovative and creative way in the learning process.

B. Concept of Writing

1. Definition of Writing

Writing is an important skill that should be master by the students'.

According to Patel and Jane, writing is a kind of linguistic behavior, a picture is not. It presents the sounds of language through visual symbols.²⁰

It means that writing is the way how to presents ideas by sign-in other words writing are the manner to produce a sentence. It can be short or long sentences, perhaps just three or four sentences. Writing is not only to express the idea but also it is to express an opinion, suggestion, feeling, etc. in written form.

Writing is an activity to produce sentences, as Donn Byrne states that writing is producing a sequence of sentences arranged in a particular order

¹⁹ M. F. Patel and Praveen M. Jain, *English Language Teaching (Method, Tools, Technique)* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 32

²⁰ *Ibid*, p. 125

and linked together in certain ways. The sequences may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.²¹ It means that writing is the activity to help students develop their ideas in written form, their ideas were presented in sentences or paragraphs.

Based on the statement above, the writer concluded that writing is the process of producing sentences to use visual symbols. Writing also uses to express ideas, opinions, suggestions, and many others.

2. The process of writing

There are five steps in the writing process, According to Andrew; prewriting, drafting, revising, editing and publishing, and sharing.²² On the other hand, Harmer states that there are four stages of the writing process:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For the same writers, this is may involve making detailed notes. When planning, the writer has to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence amongst other things. Secondly, experienced writers think about the audience they are writing for. Thirdly, writers have to consider the content structure of the piece.

²¹Donn Byrne, *Teaching Writing Skill*, First Published (New York: Longman, 1988), p.1

²² Andrew P. Johnson. *Teaching Reading and Writing* (Rowman & Littlefield Publishing Group: the United States of America, 2008), p. 179

b. Drafting

We can to the first version of a piece of writing as a draft. This first 'go' at the text is often done on an assumption that it will be amended later. As the writing process into editing, several drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

One writer has edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Furthermore, Zemach and Rumisek states there are six steps of the writing process:

- a. Choose a topic. Before you write, your teacher gives you a specific assignment with some ideas of what to write about. If not, choose your topic yourself.
- b. Gather ideas. When you have a topic, think about what you will write about the topic.

- c. Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.
- d. Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.
- e. Review structure and content. Check what you have written.
- f. Revise structure and content. Use your ideas from step five to rewrite your text, improving the structure and content.²³

Based on the statement above, it can be concluded that there are several steps of the writing process as follows; prewriting, drafting, revising, editing and publishing, and sharing. In Harmer, the steps in writing are planning, drafting, editing, and final version. While Zemach and Rumisek started the process of writing start from choosing a topic, gather ideas, organize, write, review structure and content, and revise structure and content.

3. Components of writing

There are several components of writing which have to fulfill by the writer:

- a. Content (The ability to think creatively and develop thoughts)
- b. Organization (The ability to write appropriately)
- c. Vocabulary (The ability to use of word/idiom)
- d. Language (The ability to write inappropriate)

²³ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing (From Paragraph to Essay)* (Spain by Edelvives: Macmillan, 2005), p.3

- e. Mechanic (The ability to use punctuation, capitalization, spelling, and layout correctly).²⁴

Based on the statement above, the researcher concludes that writing is not only an activity to express and arranging the word in written form. To make good writing, the researcher should organize the rule of writing aspects such as content, organization, vocabulary, language, and mechanics.

C. Concept of Teaching Writing

Teaching writing is an activity for both teacher and students in the classroom about writing, the teacher needs to balance both the product and process of writing. What this means for teaching is that no particular feature can be said to be a marker of good writing because what is 'good' varies across contexts. According to Brown, the current emphasis on process writing must be seen in the perspective of a balance between process and product, following:

1. Focus on the process of writing that leads to the final written products;
2. Help students to understand their composing process;
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
4. Give students' time to write and rewrite;
5. Place central importance on the process of revision;
6. Let students' discover what they want to say as they write;

²⁴ C. Tribble, *Writing* (Oxford: Oxford University Press, 1996),p.130

7. Gives students' feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer to closer intention;
8. Encourage feedback from both the instructor and peers;
9. Include individual conferences between teacher and student during the process of composition.²⁵

Based on the explanation above, it can be concluded that teaching writing is the process to make a good sentence. It means that good sentences will exist if there any balance between the product and the process of writing. It is related to the teacher's role in the classroom. The students' produced good writing when the process is delivered interestingly.

D. Concept of Writing Ability

In the English context, writing becomes a difficult one. According to Heaton, he says that writing covers some knowledge and skills as follows:

1. Language use to write correct and appropriate sentences;
2. Mechanical skills to use correctly those conventions peculiar to the written language, e.g. punctuations and spelling;
3. Treatment of content to think creatively and develop thoughts, excluding all irrelevant information;
4. Stylistic skills to manipulate sentences and paragraphs and use the language effectively;

²⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed) (California: Person ESL, 2000), p.336

5. Judgment skills to write appropriately for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.²⁶

Besides of Raimes says "writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express the idea that writer will use knowledge of structure and vocabulary to express the idea in written form."²⁷ It means that in the process of producing the written, the students must pay attention to the teacher's explanation. It gave benefit to the students if they follow the instruction from the teacher well.

E. Concept of Text

1. Definition of Text

The text can be spoken or written, according to Anderson and cited in Suhaidi, they said that text is a meaningful linguistic unit in a context. A text is both a spoken and written text. A spoken text is any meaning spoken text. It can be a word or phrase or a sentence or discourse. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc.²⁸ It means that text is several words to give any information in writing. The spoken text can be a phrase while written text can be a paragraph or essay.

²⁶ J. B Heaton, *Writing English Language Test* (Cambridge: Cambridge University Press, 1975), p. 135

²⁷ Ann Raimes, *Technique and Teaching Writing* (New York: Oxford University Press, 1987), p. 3

²⁸ Suhaidi Pratama, *The Influence of Using Graphic Organizer Toward Students' Writing Ability in Descriptive Text* (Universitas Islam Negeri Raden Intan Lampung, 2017), p. 18

They have a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic preparation of their intended meanings.²⁹ It means that the writers have to organize the structure of a written text, it is important to the writers to check the grammatical error of their writing.

2. Types of Text

The types of text according to Gerot and Wignall, divided the genre of text type into thirteen;

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

A recount is a text to retell events to inform or entertain.

c. Report

The report is a text to describe the way things are concerning a range of natural, man-made, and social phenomena in our environment.

d. Analytical Exposition

An analytical exposition is a text to persuade the reader or listener that something in the case.

e. News Item

A news item is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

²⁹ Ken Hyland, *Teaching and Researching Writing*, Second Edition (Edinburgh Gate: Pearson Education Limited, 2009), p. 8

f. Anecdote

An anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

A narrative is a text to amuse, entertain, and deal with actual or vicarious experiences in different ways.

h. Procedure

The procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place, or thing.

j. Hortatory Exposition

Hortatory exposition is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion is a text to present (at least) two points of view about an issue.

m. Reviews

The review is a text to critique an artwork or event for a public

audience.³⁰

Based on the explanation above, it can be concluded that there are many kinds of text. The students should be mastered the kinds of text to increase their writing ability. In this research, the writer only focuses on the use of descriptive text as the form of writing that will be investigated. The students have already learned about the descriptive text so the writer knowing whether the influence of using crossword puzzles on students' ability in writing descriptive text.

F. Concept of Descriptive Text

In this research, the writer held the descriptive text as the materials in the learning process. In this case, for every meeting, the students got the same material but different topics. The writer chooses the descriptive text based on the syllabus, and the text was appropriate for students in the eighth grade of junior high school.

1. Definition of Descriptive Text

Descriptive text is a text that describing something by the complete information such as the name, characteristic, etc. According to Tompkins, descriptive text is painting pictures with a word.³¹ It means that is the explanation about a person, things, etc. The explanation or description shows us the particular or specific information about something. Descriptive text explains the characteristic of a person, animal, fruit, vegetables, and many others. The generic structures of descriptive text are

³⁰ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220

³¹ Tompkins, G.E. *Descriptive Text in Teaching English. Teaching English 4* all on June 2010. From [Http://teachingenglish4all.wordpress.c om/2010/06/28/descriptive-text/](http://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/).1994

identification and description. In identification usually, just tell about the general information, but in the description part, it was explained the specific information or characteristic of the thing.

Descriptive text explains the specific information about something, as Wyrick states in Laitul Husnah, the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.³² It means that writing a description consists of information about a person, place, and thing. As follows the language feature of descriptive usually uses the simple present tense, use the action verb, and many others. The teacher needs to make a process of teaching and learning more interesting and the students' ability to get the knowledge from complete information of the description.

2. Generic Structure of Descriptive Text

In the general there two generic structure in descriptive text, according to Wyrick, the generic structures of descriptive text as follows:

a. Identification

Identification is a part of the text where the students could identify the phenomenon.

b. Description

The description is the part where the students can describe parts, qualities, and characteristics.³³

³² Lailatul Husnah et al. *An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA One of MAN 2 Padang*. (Journal English Language Teaching (ELT) Volume 1 Nomor 2, Juli 2013), p. 2

³³ *Ibid*, p. 2

3. The Characteristic of Descriptive Text

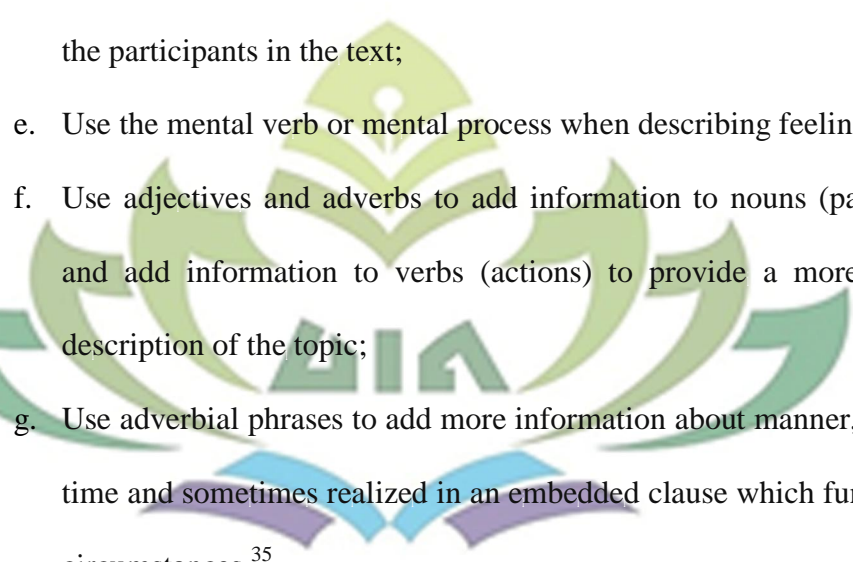
There are several characteristics of the descriptive text, as Sudarwati and Eudia state, the characteristic of descriptive text, included;

- a. Using specific words to state the controlling idea.
- b. Second, limiting the description of a place in terms of the time of day and season of the year. Get the subject into focus before starting to describe.
- c. Third, choose the word carefully; using the words and phrases that convey sharp descriptive images with many kinds of words, not just adjectives.
- d. Fourth, describing a person not by simply compiling a list of his or her physical appearances; clarifying the central impression of the reason, and then developing the central impression with clear descriptive details.
- e. Fifth, do not just a few descriptive details to convey the central impression.
- f. Sixth, do not be confused about objective description with subject description. In the objective description, the object being described becomes more important than the perception of the object.³⁴

4. Language Feature of Descriptive Text

Regarding its linguistics features, as Derewianka et, al states that descriptive text employs some linguistics features as summarized below:

³⁴*Ibid*, p. 4

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- a. Focus on the specific participant as the main characters;
 - b. Use present tense as dominant tense;
 - c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) to classify and describe appearance or qualities and parts or functions of the participant);
 - d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in the text;
 - e. Use the mental verb or mental process when describing feelings;
 - f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide a more detailed description of the topic;
 - g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in an embedded clause which functions as circumstances.³⁵

³⁵ Eko Nopriyanto, *Student's Descriptive Text Writing in SFL Perspectives*. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) Vol. 2(1), 2017, p. 67

5. Example of Descriptive Text

Example of the descriptive text:

Panda

(Identification)

Have you ever watch the cartoon movie "Kung Fu Panda"? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the panda that will be described below is not a Panda who can do Kung Fu like in that movie. Here is the description of Panda.

(Description)

Pandas are a bear-like animal that originally lives in the central-western part of China. Pandas have distinct features that make them different from other species of bears. Pandas have white thick fur which all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas' diet is different from other species of a bear; in which they prefer bamboos to others. 90% of pandas' diet consists of bamboos. That is why pandas' have adapted their body to help them in eating bamboos. Pandas' have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

On the other hand, Oshima and Hogue state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It means that descriptive writing depends on colorful language to bring a subject to life.³⁶ In this case,

³⁶Oshima, A., and Hogue, A., *Introduction to Academic Writing (3rd Ed)* (New York: Person Education, Inc, 2007),p. 61

descriptive text is the specific information about things, people, animals, in the complete information.

G. Concept of Game

Game is one of the ways to entertain human lives. Based on the education context, the game can be applied in the teaching and learning process. Hoped the game can make the classroom more interesting and interactive. According to Peña Miguel Noemí and Sedano Hoyuelos Máximo, a game is a physical or mental contest played according to specific rules, with the goal of amusing or rewarding the participant.³⁷ This statement is also supported by Pivec, he said that games have become a new form of interactive content and game playing provides an interactive, collaborative platform for learning purposes.³⁸ It means that game is a good way for teaching and learning process. The classroom activities should be fun and more colorful, so the students feel enjoy the learning process.

On the other hand, according to Blanka Frydrychova Klimova, a game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages.³⁹ It means that the game can help the teacher to create a context in study English that is useful and meaningful. The students also must take a part in the lesson, so that they understood what to write based on the instruction of

³⁷Peña Miguel Noemí and Sedano Hoyuelos Máximo. *Educational Games for Learning*. (Universal Journal of Educational Research 2(3): 230-238, 2014), p. 230

³⁸*Ibid*, p. 231

³⁹ Blanka Frydrychova Klimova, *Games in the Teaching of English*. (Procedia - Social and Behavioral Sciences 191 (2015) 1157 – 1160), p. 1157

the teacher. By the use a game in the teaching and learning process, it can make the students more interested to study and follows the rule of the game. Hadfield states there are two classifications of language games. She divides them into linguistic (these focus mainly and accuracy) and communicative games (these are based on successful exchange of information).⁴⁰

Based on the explanation above, it can be concluded that the game is an effective way to push students' enthusiasm in learning. The rule of the game must be explained clearly by the teacher. It is easier for every student to understand the main point of the game with clear rules. Both the teacher and students' was achieved the aims of the study. To minimize misunderstanding the rules of the game, Wright states that the teacher should introduce the game in the following way;

1. Explain the rules of the game to students;
2. Demonstrate with the help of one or two learners parts of the game;
3. Write on the board any key language and/or instruction;
4. Trial the game; and
5. Play the game.⁴¹

H. Concept of Crossword Puzzle Game

In this research, the writer has used a crossword puzzle as the game to guide students' interest in the learning process. In this case, for every meeting, the students were got the same material and different topics but still use the same game. The writer, choose this game because the crossword puzzle is to

⁴⁰*Ibid*, p. 1158

⁴¹*Ibid*, p. 1159

be appropriate in the descriptive text to improve their skill in writing.

a. Definition of Crossword Puzzle

A crossword puzzle is a game with the filling the box that the form can be read either horizontal or vertical. According to Widaningsih crossword puzzle is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares.⁴² It means that this is one of the ways how to teach vocabulary easily, the students have to think about the instruction and the questions from the paper. This way possible to help students think a lot to guess the answer.

The crossword puzzle game can be challenges both the students and teacher. The teacher should be prepared a crossword puzzle form with the appropriate topic based on the syllabus and then the teacher must manage the time carefully. For the students', they have to think a lot about how to finish the crossword puzzle and follow the next instruction from the teacher. According to Goh and Hooper conclude that using crossword puzzles taps unique motivation and challenges students to use lateral thinking skills.⁴³ It means that is possible to trigger students more active in a study by using this game. The students usually fell to enjoy when they learn using the game.

⁴² Widaningsih, R.in (Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Gathigia). *Increasing vocabulary mastery using crossword puzzle technique in inclusion program (Unpublished research paper for the Bachelor Degree of Education)*. English Department, School of Teacher Training and Education, Muhammadiyah University of Surakarta. International Journal of Current Research Vol. 5, Issue, 1, pp.xxx-xxx, xxxxxxx, 2013, p.1 Available online at <http://www.journalcra.com>

⁴³ Goh, T., & Hooper, V. *To TxT or not to TxT: That's the puzzle*, 2007. The Journal of Information Technology Education, 6, 441-453.

Based on the explanation above the writer concludes a crossword puzzle is an effective game for teaching writing. The students' guess the answer to the question, should write the answer in vertical and horizontal part based on the number of questions and it can give a benefit for students such as motivation, challenge and students' was more active in the teaching and learning process.

b. The Procedure of Crossword Puzzle

The presenting of crossword puzzles in the classroom must take the students' attention. As Lee states in Zunita, the various procedures are possible as follows:

- a. The teacher gives the same crossword for each student. They solve individually with the help of written clues.
- b. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, it will difficult to do all the work.
- c. The teacher gives a crossword puzzle for all of the students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answers to finish their crossword in their group.
- d. The teacher writes a crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with

the class. The class is divided into groups and each group comes to the board and writes the words in one by one.⁴⁴

While Wharton in Widyasari states that crossword puzzle for use in the language classroom is quite easy to create. First, the teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words, and students are off. The puzzle forms can be used in several ways:

- a. The students find animals, colors, or plants in the puzzle.
- b. The students find certain parts of speech: verb, noun, preposition, and so on.
- c. Other categories may include the names of the days, the week, months, subjects, and so on.
- d. The student finds proper nouns: cities, states, countries, famous people, and so on.
- e. The student finds certain kinds of activities: trades, professions, sport, hobbies, and so on.⁴⁵

Based on the theories above, some steps explain the process of presenting a crossword puzzle. Both students' and teacher was toked their position in the classroom. The teacher can be more innovative and creative in the implementation of a Crossword Puzzle. In this case, the writer chose the procedure as Lee in Zunita. Because the writer thinks that the

⁴⁴ Zuni Listiowati, *The Influence Of Crossword Puzzle Game In Reading Comprehension On Narrative Text*, (Semarang: Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2016), p.10

⁴⁵ *Ibid*, p. 22

procedure is easier to follow, both the teacher and the students can understand each step.

c. Advantages of Crossword Puzzle

The advantages of the crossword puzzle according to Bella Cruz in Carlos Mario et al using crossword puzzles in academic context permits the students to;

- a. Acquire habits of collective decision making;
- b. Improve interpersonal relationships and develop coexistence habits;
- c. Acquire a high degree of interest;
- d. Achieve durability in learning;
- e. Develop continuity of thought;
- f. Increase understanding and therefore, develop the vocabulary.⁴⁶

d. The Disadvantage of Crossword Puzzle

The disadvantages of crossword puzzle games consist; students need more time to accurately develop the activity, students may have possessed advanced skills making the task seem less difficult.⁴⁷ While Zuni Lustiowati states that the disadvantages of a crossword puzzle are students' was not focus on learning, they just focus on the game. The condition was noisy in the class because students must fight to answer the question. The students' do not understand the material, because students very enjoy the

⁴⁶ Carlos Mario Zapata Jaramillo et al. *Designing and Solving Crossword Puzzles: Examining efficacy in a Classroom Exercise*. (Developments in Business Simulation and Experiential Learning, volume 39, 2012), p. 214

⁴⁷ *Ibid*, p. 216

game.⁴⁸

I. Concept of Translation Technique

1. Definition of Translation Technique

The definition of translation technique as Crystal in Tira Nur Fitria, Crystal states that the term "translation" is the natural term used for all tasks where the meaning of an expression in one language (SL) is turned into the meaning of (TL), whether the medium is spoken, written, or signed.⁴⁹ According to Molina and Albir divides, translation technique has eighteen types as follows: Adaptation, amplification/addition, borrowing, calque, compensation, description, discursive creation, established equivalence, generalization, linguistics amplification, linguistics compression, literal translation, modulation, particularization, reduction, substitution, transposition, variation.⁵⁰

From the definition above, it can be concluded that the translation technique is the process to transfer meaning in both spoken and written forms. In another word, translation can be a process of transfer meaning from the source language into the target language.

2. Translation Tools

There two types of translation tools, according to Suryawinata and Hariyanto:

a. Conventional Tools

⁴⁸ Zuni Listiowati, *Op, Cit.* p.39.

⁴⁹ Crystal in Tira Nur Fitria, *Translation Technique Found In English to Indonesian Abstract Translation of Journal Edunomika 2018*. (STIE AAS Surakarta: ELITE Journal Volume 05 Number 02, December 2018), p. 150

⁵⁰ *Ibid*, p. 151-153

Pen and paper are common conventional tools. The dictionary can be a convenient tool that can help translators in doing their jobs.

b. Modern Tools

An electronic dictionary is a modern tool. It is similar to the calculator in the form of shape. An electronic dictionary gives limited information about the words and also without giving examples.⁵¹

3. The procedure of Translation Technique

Using translation technique can be done with the following procedure to teach writing:

- a. Class is taught in the mother tongue, with little native use of the target (English).
- b. Vocabulary is taught in the form of a list of isolated words.
- c. Students translate isolated words from the target language to their mother tongue.
- d. The teacher asks students in their native language if they have any questions, students ask and the teacher answers the question in their native language.
- e. Students memorize vocabulary.

4. Advantages of Translation Technique

The advantages of the Translation Technique according to Howwattin Metha in Sainab Chewae, the translation technique is not as terrible as it appears to be and Duff in Mehta gives reasons for considering translation

⁵¹*Ibid*, p. 149

very advantageous.

- a. Invites speculation and discussion.
- b. Develops qualities that are essential to all language: accuracy, clarity, and flexibility.
- c. The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- d. Let's students practice a variety of styles and registers.

5. The Disadvantages of Translation Technique

There are six part of disadvantages translation technique, according to Metha;

- a. Encourages thinking in one language and transference into another with interference.
- b. Deprives of learning within only one language.
- c. Gives false credence of word-to-word equivalence.
- d. Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
- e. Time-consuming activity.
- f. Not desirable, since it uses the mother tongue.⁵²

J. Concept of Online Learning

1. Definition of Online Learning

This research was done online depending on the conditions because of

⁵² Sainab Chewae, *The influence on Using Crossword Puzzle on Students Reading Comprehension* (Bandar Lampung; State Islamic University of Raden Intan Lampung), p. 26-27

pandemic COVID 19. As we know recently the government in our country oblige to almost all the schools to study from home, because of the COVID-19 Virus. According to Bartley et al, online learning is a form of distance learning or distance education.⁵³ It means that online learning is easier to help the students' study everywhere and every time because they do not need to come to the class and study face to face with the teacher.

While, Indira's journal explains that, online learning encompasses a range of technologies such as the world wide web, email, chat, new groups, and text, audio, and video conferencing delivered over a computer network to impart education.⁵⁴ It means that online learning can help the students' to learn at their own pace.

There are two types of online learning, according to Robin Manson;

- a. *The partially online* course integrates existing resource materials that are available either in print or non-print form such as textbooks etc.
- b. *The fully online* course will have most of its learning and teaching activities carried out online.⁵⁵

2. Advantages of Online Learning

- a. Accessibility, online learning provides accessibility due to which students can learn from anywhere in the world;

⁵³ Tuan Nguen, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*. MERLOT Journal of Online Learning and Teaching. Vol. 11, No. 2, June 2015, p, 309.

⁵⁴ Indira Dhull and Sakshi, *Online Learning*. International Education & Research Journal [IERJ. E-ISSN No : 2454-9916 | Volume : 3 | Issue : 8 | Aug 2017, p. 32

⁵⁵ *Ibid*, p. 32

- b. Personalized learning, online learning system enables students to determine and process his/her learning style, content, aim, current knowledge, and individual skills;
- c. Develop cognitive abilities;
- d. Cost-effectiveness;
- e. Promote research, students are excited to publish their work when they produce something of extremely high quality;
- f. Basic computer skill, both on and off-campus students who choose to study online have an opportunity to gain technical skill in using Information Communication Technology (ICT);
- g. Equal opportunity to all;
- h. Self-Pacing, due to individual differences, all learners are not able to complete the work/assignments at a given time due to which they have to face difficulties;
- i. Globalization, new technologies are narrowing geographical barriers in the way of education.⁵⁶

3. Disadvantages of Online Learning

- a. Poor communications;
- b. Feeling isolated;
- c. Lack of motivations;
- d. Lack of funds;
- e. Lack of quality in teaching and learning process;

⁵⁶ *Ibid*, p. 33

- f. Poor accessibility in remote areas.⁵⁷

K. Concept of WhatsApp Application

1. Definition of WhatsApp

In this modern era, technology has become a part of human life. Particularly, the use of a smartphone to help people in communication has become an important thing. By using a smartphone the people can communicate with others in different areas. Besides, there are applications included in smartphones to help people easier to communicate in long distances. For example WhatsApp Application, according to Lenhart, WhatsApp is a free messenger application that works across multiple platforms like iPhone and android; it is widely used among undergraduate students to share files including images and videos to complement their classroom learning.⁵⁸ It means that using the WhatsApp application on our smartphone also can help the students in the study. The students can share the information with others about their study, it can be files, videos, images, and others.

2. Advantages and disadvantage of WhatsApp

WhatsApp messenger application was advantageous as an e-learning tool:

- a. Simple to use
- b. Free of charge
- c. Easily available and downloadable
- d. Conducive environment for knowledge sharing

⁵⁷ *Ibid*, p. 33

⁵⁸ Lenhart A, Madden M, Macgill AR, Smith A. *Teens and social media. Pew Internet and American life project*. Washington DC: Pew Charitable Trusts. Retrieved. 2007;7:2012.

- e. Sense of belonging to the group
- f. Increased interaction amongst students and facilitator
- g. Doubts immediately cleared
- h. Easy accessibility to learning material
- i. Increased facilitator's availability
- j. Learning anytime, anywhere
- k. Provision of privacy and secure environment for learning

Disadvantages/Challenges with WhatsApp

- a. Unavailability of smartphone/ strong Wi-Fi connection hinders learning
- b. Message flooding
- c. Time-consuming learning
- d. Strain on eye
- e. High expectation of teacher's availability
- f. A huge amount of sources and learning material makes it confusing
- g. Use of inappropriate
- h. Personal attention cannot be given to students.

3. Procedure of Using WhatsApp in English Teaching

WhatsApp has been used for two-semester during this year (2020), after the pandemic of COVID-19 spread around the world. Almost all the school and university doing their study by online learning, WhatsApp becomes one of an application that they use in teaching and learning process outside the classroom. The procedure of using the WhatsApp

application in the learning process was socialized after making sure all of the students possessed a smartphone.

a. Creating WhatsApp Group

In this step, the course manager created a WhatsApp group and set the role as the group administrator. He/she got the privilege to add and remove group members (the lecturer was in the group too), remind the lecturer about the lesson, as well as remind the group member about the task given.

b. Setting the Lecturer's Role

The lecturer was also set as admin of the group. She posted articles, video, audio, documents, pictures, and links related to the lesson. She gave the instruction and announcement in the group, whereas the assessment was given in every student's private chat room.

c. Setting the Students' Role

Every single student must be an active member of the group (actively participating in the discussion), punctually submit/send the given task to the lecturer's private chat room. Use proper polite words and emoticons.⁵⁹

L. Frame of Thinking

Writing is one of the important skills in English teaching and learning context. Besides, writing is a tool to make a connection with others by using visual symbols. For academic purposes, it was helped students' to improve

⁵⁹ Armeria Wijaya. *Students' Response Toward the Use of WhatsApp in Learning*. Journal of Teaching & Learning English in Multicultural Contexts ISSN: 2541-6383 Volume 2, Number 1, p. 47.48

their knowledge, express their ideas, etc. in written forms. From those skills, writing becomes the most difficult one, because the students think that writing is difficult to study. Almost every student feels confused about what to write the topic in written form that given by the teacher. The way the teacher teaches also becomes the aspect that influences the students' interest in learning writing.

In the teaching and learning process, the teacher should be able to have a good way and choose suitable content so that the classroom more interesting and the student easier to study. Except for focus on the material given to the students the teacher also have to focus on increasing the student's ability. From the data that the writer got from the teacher by interviewed the Eighth Grade of SMPN 2 Gunung Labuhan, Way Kanan Regency, an English teacher who used translation techniques in the teaching and learning process.

The technique uses by the English teacher of that school in the teaching process may not appropriate for the students'. According to Nida and Taber, translation is an effort in recreating meaning from the source language (SL) into the target language (TL) by using natural equivalent, first in terms of meaning and second in terms of style.⁶⁰ It means that translation is the process to transfer meaning from the source meaning into the target language.

To help the students improve their writing, an English teacher must have a good way to teach. In this research, the writer is going to teach the students by using a crossword puzzle game in teaching writing descriptive text. Crossword

⁶⁰ Tira Nur Fitria, *Op. Cit*, p. 148

puzzle is an alternative to make students more active and creative in the learning process. Crossword puzzles can give a solution because this game will help the teacher to teach writing skills more interesting. This game also will help every student to solve their problems in studying writing.

By using crossword puzzle, the students can learn more effectively. It is because each student played this game in a group to get the information from the instruction. They analyzed the topic by teamwork, so each member of that group can share their idea to answer every question from the puzzle. The writer was given a clue by using symbols or pictures to help students more quickly. It can minimize the time to finish the crossword puzzle before they start to make a descriptive text based on the topic inside the puzzle. Therefore, to achieve the student's skill and push the students' motivation in learning English, particularly in writing descriptive text. The writer assumes that using Crossword Puzzle can give influence students' ability in writing descriptive text.

M. Hypothesis

Based on the explanation above, the hypothesis as follows:

- Ha : There is a significant influence of using the crossword puzzle game towards students' ability in writing descriptive text.
- Ho : There is no significant influence of using the crossword puzzle game towards students' ability in writing descriptive text.

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